

NEW PROSPECT ELEMENTARY

126 New Prospect Ch. Rd.

Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	494 Students	
Principal	Dr. Jerome A. Hudson	864-260-5195
Superintendent	Betty T Bagley	864-260-5000
Board Chair	Mr. Al Norris Jr.	864-260-5042

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

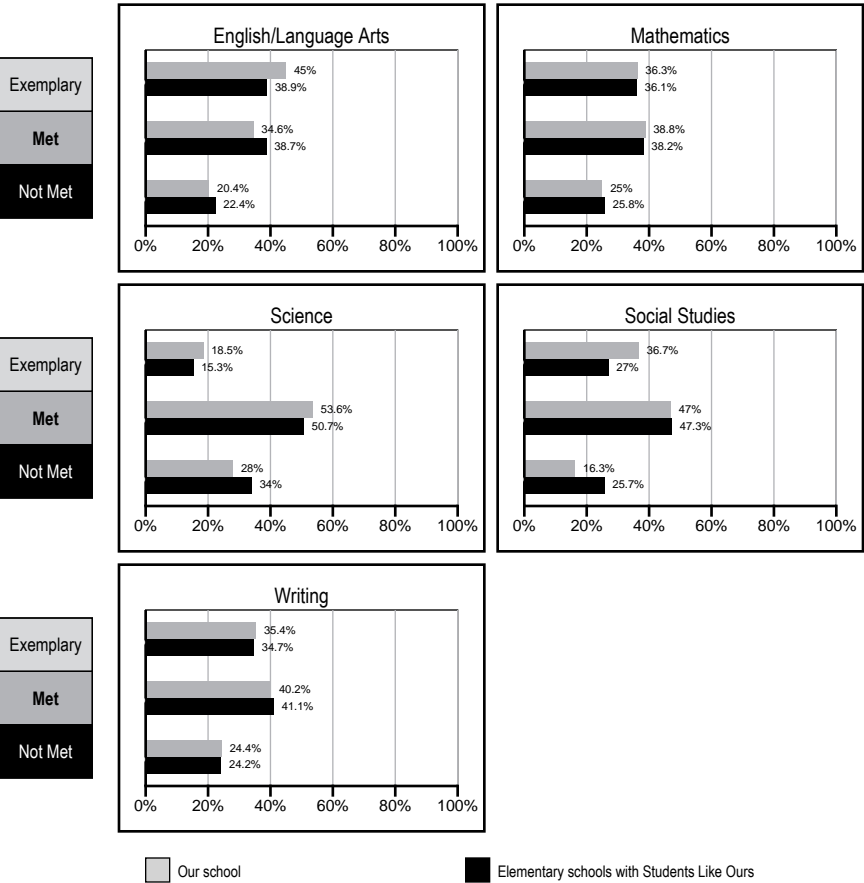
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	33	77	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=494)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.4%	1.0%	1.1%
Attendance rate	95.7%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	33.9%	Up from 18.6%	12.8%	13.4%
With disabilities other than speech	7.2%	Down from 12.8%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	48.6%	Down from 51.4%	60.3%	62.5%
Continuing contract teachers	94.3%	Down from 94.6%	90.6%	88.2%
Teachers returning from previous year	89.0%	Up from 88.9%	87.9%	87.8%
Teacher attendance rate	97.3%	Up from 95.5%	95.1%	95.2%
Average teacher salary*	\$44,529	Down 3.5%	\$46,621	\$46,773
Professional development days/teacher	15.5 days	Up from 4.2 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.0 to 1	19.7 to 1	19.9 to 1
Prime instructional time	92.6%	Down from 94.9%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,840	Down 1.2%	\$7,336	\$7,447
Percent of expenditures for instruction**	68.4%	Up from 67.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	67.8%	Up from 66.9%	65.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

New Prospect Elementary School serves 510 students in a K-5 setting. NPES uses a variety of programs and instructional strategies to further the academic success of our students. Instruction is centered on a standards-based curriculum and pacing guide adopted by Anderson District Five. In 2010-2011, our instructional and teacher in-service focused on the implementation of a STEM (Science, Technology, Engineering, and Math) initiative, as well as the improvement of student writing. Through these initiatives many new exciting activities, such as weekly STEM lessons, and monthly STEM days have been planned.

NPES also focuses on Character Education and is a Cooperative Discipline and Peer Mediation school with an emphasis on conflict resolution. Guidance counselors, teachers, and administration work together on these issues and provide student recognition. This year, 25 students were inducted into our Turbo Jets program which identifies students who have worked to build exceptional character traits focusing on good citizenship, appropriate grades, and community service. Students also benefit from a number of extension activities such as Student Government, Science Club, Beta Club, Odyssey of the Mind, Robotics, Step and Dance, and Strings.

Our school has achieved many designations and awards. These awards are due to a dedicated core of parents and staff. Our school has achieved Hall of Fame status in the SC Exemplary Writing Program. We proudly earned Flagship School of Promise in 2000, and have been renewed through 2010. NPES has twice been named a State Red Carpet Award school and has been recognized three times by the SC Education Oversight Committee for the exemplary academic progress of our economically disadvantaged students. Our challenge is to empower children to achieve their potential in a diverse, safe, and caring environment while preparing them to be lifelong learners and productive members of society.

Dr. Jerome Hudson, Principal
Paula Balentine, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	84	56
Percent satisfied with learning environment	93.8%	78.3%	92.7%
Percent satisfied with social and physical environment	96.9%	75.0%	87.5%
Percent satisfied with school-home relations	78.1%	86.9%	92.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	252	100	20.4	34.6	45	87.1	85.7	82.4	Yes	Yes
Gender										
Male	143	100	19.6	37	43.5	87.7	82.5	78.7	N/A	N/A
Female	109	100	21.6	31.4	47.1	86.3	89	86.2	N/A	N/A
Racial/Ethnic Group										
White	138	100	13.6	34.8	51.5	90.9	91	88.9	Yes	Yes
African American	91	100	31.4	32.6	36	81.4	77.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	21	100	20	35	45	85	86.1	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	53	100	50	28.8	21.2	61.5	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	26.7	33.3	40	80	85	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	100	26.3	34.7	38.9	83.8	78.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	252	100	25	38.8	36.3	85.8	85	81.9	Yes	Yes
Gender										
Male	143	100	23.2	37	39.9	87.7	83.6	79.9	N/A	N/A
Female	109	100	27.5	41.2	31.4	83.3	86.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	138	100	22	34.1	43.9	88.6	90.6	88.9	Yes	Yes
African American	91	100	30.2	45.3	24.4	79.1	75.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.7	94.6	I/S	I/S
Hispanic	21	100	25	35	40	95	91.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	53	100	53.8	32.7	13.5	57.7	49.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	26.7	46.7	26.7	93.3	91.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	100	31.7	40.1	28.1	81.4	77.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	176	100	28	53.6	18.5	72	77.8	68.6
Gender								
Male	103	100	28	51	21	72	77.6	68.3
Female	73	100	27.9	57.4	14.7	72.1	78	68.9
Racial/Ethnic Group								
White	98	100	18.1	54.3	27.7	81.9	85.8	80.7
African American	60	100	43.9	50.9	5.3	56.1	65.1	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	17	100	31.3	56.3	12.5	68.8	78	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	30	100	66.7	30	3.3	33.3	41.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	13	100	41.7	41.7	16.7	58.3	77.3	60.7
Socio-Economic Status								
Subsidized meals	122	100	36.5	50.4	13	63.5	67.9	57.3

Social Studies

All Students	175	100	16.3	47	36.7	83.7	80.6	72.5
Gender								
Male	96	100	17.4	42.4	40.2	82.6	78.3	72
Female	79	100	14.9	52.7	32.4	85.1	83.1	73.1
Racial/Ethnic Group								
White	98	100	14	45.2	40.9	86	87.4	81
African American	59	100	19.6	50	30.4	80.4	70.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	16	100	20	40	40	80	83.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	34	100	33.3	45.5	21.2	66.7	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	12	100	18.2	45.5	36.4	81.8	85	69.7
Socio-Economic Status								
Subsidized meals	119	100	19.6	50.9	29.5	80.4	71.7	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	88	98.9	23.5	40.7	35.8	76.5	76.3	73.2	95.7	96
Gender										
Male	44	100	22	41.5	36.6	78	70.7	67.2	95.8	95.9
Female	44	97.7	25	40	35	75	81.6	79.4	95.6	96
Racial/Ethnic Group										
White	47	100	20	35.6	44.4	80	83.4	81.5	95.7	95.7
African American	38	97.4	30.3	42.4	27.3	69.7	65.4	61.3	95.6	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	87	91.9	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.4	66.7	96.6	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.9	97.8
Disability Status										
Disabled	26	100	36	36	28	64	28.8	26	94.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.6	65.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	62	98.4	29.8	42.1	28.1	70.2	64.9	63.2	95.3	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	105	100	15	25	60	85
	4	88	100	24.7	36.4	39	75.3
	5	76	100	28	49.3	22.7	72
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	66	100	20.3	18.8	60.9	79.7
	4	99	100	17	43.6	39.4	83
	5	87	100	24.4	36.6	39	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	105	100	14	28	58	86
	4	88	100	20.8	49.4	29.9	79.2
	5	76	100	33.3	44	22.7	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	66	100	32.8	25	42.2	67.2
	4	99	100	17	44.7	38.3	83
	5	87	100	28	42.7	29.3	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	52	94.2	39.6	29.2	31.3	60.4
	4	88	100	19.5	51.9	28.6	80.5
	5	38	97.4	29.7	48.6	21.6	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	33	100	30.3	48.5	21.2	69.7
	4	99	100	23.4	57.4	19.1	76.6
	5	44	100	36.6	48.8	14.6	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	53	96.2	16	46	38	84
	4	88	100	19.5	33.8	46.8	80.5
	5	38	97.4	24.3	45.9	29.7	75.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	33	100	19.4	51.6	29	80.6
	4	99	100	18.1	43.6	38.3	81.9
	5	43	100	9.8	51.2	39	90.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	104	100	24	41	35	76
	4	90	100	31.6	40.5	27.8	68.4
	5	76	98.7	31.1	37.8	31.1	68.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	88	98.9	23.5	40.7	35.8	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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